Partners in Learning Strategic Partnership Council
DRAFT
Framing the Construct for the Request for Grant Proposal
December 13, 2004

Proposed project title: Integrating technology rich assessment data with student centered teaching and curriculum development.

Opportunity

- 1 Partners in Learning grant - $2.5 M over 5 years.
- The lead may be either K-12, a non-profit education related agency that serves students, teachers, or administrators, or Higher Education.
- Each proposal must include a K-12 and Higher Education partnership.
- Microsoft will be included as part of the team proposed by the lead.
- Representation from the Office of the Governor and the Strategic Partnership Council will be included in the team identified by the grant applicant.

Problems to address

- Because teachers do not have adequate information about each student's academic strengths, weaknesses, and interests, and how these change over time, they cannot tailor instruction to meet the unique learning needs of each student as efficiently or effectively as they would like. This is particularly problematic with students who need academic intervention or remediation.

- Many teachers and administrators are not aware of the teaching and learning opportunities that technology offers. Increasing both awareness and use of technology rich assessment data as a basis for designing instructional practice is needed.

- Fixed academic schedules may not lend themselves well to the unique student centered learning plans that diagnostic assessments are intended to drive.

Vision
- Technology is an integral part of a school culture that uses assessment driven instructional design to advance the academic success of every student and teacher.

Goals
- Help struggling students to succeed.

- Provide teachers with easy to use, technology rich, assessment tools that enable them to effectively evaluate student strengths and weaknesses in order to develop individual student-centered instruction.

- Ensure the school culture supports a teaching and learning process that is designed around student-centered instruction.

Objectives

- Educate teachers, administrators, students, parents, and policy makers about the importance of data based decision-making and how to find and use available data to shape instruction.

- Teachers will be bale to provide effective and timely interventions and remediation strategies based on assessment results.

- School administrators will build and enhance a sufficient support infrastructure to enable an individual student-centered teaching and learning model to succeed.

- Students will learn how to assess their own academic progress using technology rich assessment tools.

- Pre-service and practicing teachers will routinely use multiple sources of assessment data to gauge individual student, as well as classroom level, interest and understanding, and to modify prepared lesson plans.

- Grant recipient partners in both the College of Education and K-12 setting will model the effective use of technology to enhance student learning.

- Grant recipients will include participation from higher education, K-12, and policy makers in the design and deployment of the project.

- A model of continuous improvement between the Colleges of Education and the schools will be established through the collection, sharing and use of assessment data to evaluate effective teaching practices.

Deliverables

- Teachers and administrators will be trained in finding, using, and developing technology based assessment tools that will help to determine individual student instructional needs.

- Teachers will use multiple technology rich tools for modeling, examining, applying, and evaluating the effectiveness of their teaching practices as evidenced by student achievement.

- Teachers and students will use assessments to inform which intervention and remediation learning opportunities are needed to improve student performance. ("Prescriptive instruction")

- Assessments will be used to develop strategies for differentiation among learners.

- Measures of academic progress will be documented.

- Electronic tools will be used to link standards, expected learning outcomes, lesson plans, scoring rubrics, and classroom and externally based assessments, including the WASL.

- Teachers will meet International Society for Technology Education (ISTE) NETS for Teaching standards.

- School administrators will meet ISTE NETS for Administrators standards.

- Assessment instruments will be portable and accessible, regardless of equipment differences.

- An analysis of technical and policy related privacy issues will be provided and recommendations made for necessary change.

Data

- Applicant will define "technology rich-assessment data" per his or her unique project proposal, but data must include, at a minimum, WASL information.

- WASL data will include school, classroom and individual student levels by content, strand, grade level expectations, and item elements.

- WASL data will be retroactively gathered to create baselines and will continue to be collected at the school, classroom, and individual student levels by content, strand, grade level expectations, and item elements over, at least, the 5-year life of the grant.

- Detailed documentation on program design and delivery will be provided to ensure efforts are replicable.

- Data on expected outcomes will be well defined and measurable.

- A control group will be used to provide comparative data to gauge the effectiveness of the assessment based interventions and remediation strategies, versus the academic progress made by comparable students who do not receive the assessment driven instruction.

- Applicant will provide data regarding how many students, teachers and administrators will be reached.

- Applicant will include a deployment plan identifying how results could be replicated and expanded.

- Applicant will include a vision statement regarding how the data collected and used in the proposed project could be—or should be—linked to other education data systems such as report cards, transcripts, teacher qualifications and experience, professional development, etc. in order, ultimately, to develop an integrated K-16 system approach.

Who will be served

- Pre-service and practicing teachers.
- Middle and/or high-school students who are "WASL deficient" (We will not specify which WASL or grade level) **and** who are also considered a member of an "at risk" group such as, but not limited to: migrant students, homeless children, foster care children, American Indian students, English Language Learners, special education students, Hispanic students, or others.

("At risk" will not be defined in the Request for Grant Proposal document, but examples will be provided. Grant applicants will be asked to define "at risk" for their unique proposals in a specific and focused way.)

Who can apply for the grant?

- A member of a WA State public baccalaureate, College of Education (could include Deans, professors, or others).
- A member of any WA State education agency (could include staff, Board members, or others).
- A superintendent from a WA state school district.
- A principal of a WA State school.
- A member of a school board or related organization.
- Representatives of other non-profit education related agencies serving students, teachers, or administrators.

Other applicant considerations

- Applicant will document the current research that supports the proposed strategies set forth in the grant proposal.
- Applicant will document the institutional, local, state, and federal policies that either support or inhibit the proposed strategies set forth in the grant proposal.
- Applicant will be asked about leveraging their own existing resources-does the school, College, or non-profit have other resources dedicated to these efforts?
- Applicant will be asked about leveraging other ancillary, in-state existing resources- what investments have state and local government, business, or foundations made within the state that can be leveraged?

- Applicant expertise will be evaluated—Does the grant recipient have the research skills and knowledge to effectively design, implement, and test the proposal?
- Applicant approach to parent and community involvement will be considered
- Applicants will be asked to develop a plan for communicating progress and results locally and statewide

Leadership commitment

- All grant applicants must have the full support and commitment of their respective leaders as evidenced by the leaders signature on the grant application.

- The K-12 partner must have signatures from the head of the K-12 entity as well as the signature of the Superintendent of Public Instruction.

- The higher education partner must have signatures from the Dean of the College of Education as well as the President of the University or College.

- Non-profit agencies must have the signature of the executive director as well as the Chairman of the Board, or equivalent.

Why should Microsoft fund this effort?

- Microsoft positioned to teach state leaders about the effectiveness of technology in changing teaching and learning practices
- Jump-start efforts to use data based decision making in education settings
- Help to develop uniform system wide approaches.
- Provide technical expertise to consider what system wide delivery requirements would include (How would architecture look? How would it be scaled?)
- Able to evaluate emerging market needs
- Demonstrate support for state education reform
- Demonstrate support for "at risk" students
- Efforts support Microsoft principle of unleashing student potential

Definitions

- Assessment types are not defined for the purpose of this request for grant proposal document, but must include WASL data at a minimum. They may include non-numerical assessment data as well. They may include, but are not limited to: standards based, formative, summative, complex, performance, classroom, norm referenced, criterion based, or other assessment tools.